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ABSTRACT

This discussion guide is part of a multi-media package of audiovisual and written materials designed to assist trainers of teams in a school setting, particularly for use with teams of teachers and auxiliaries (paraprofessionals). The purpose of the film clip series--to stimulate discussion that is geared to problem solving--is discussed, and the method of organizing the filmed materials is described: 20 brief, episodic and open-ended clips, from actual filmed happenings (not scripted or contrived) in widely differing communities and school situations, are arranged in six clusters based on ideas and issues central to team interaction in the school setting. Six general questions are suggested for use with each clip, and possible procedures and methods are listed for small and large group discussion. A brief description of each cluster stresses the principal issue to which the cluster is addressed: (1) various perceptions of the role of the auxiliary, (2) team self-analysis and planning, (3) quantity and quality of intervention required by teachers and auxiliaries to stimulate inquiry and creativity in children, (4) means of development of two-way communications between home and school, (5) gathering data for individualized instruction, and (6) career development for the auxiliary. Appendixes include a sample discussion of one cluster and information on how to secure materials in the training package (purchase and rental prices for films and film strip and availability of printed materials without cost). (JS)

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DISCUSSION GUIDE FOR FILM CLIP SERIES -- "THE TEAM APPROACH IN EDUCATION: TWENTY QUESTIONS ON FILM"

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Education
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DISCUSSION GUIDE FOR THE FILM CLIP SERIES:

"THE TEAM APPROACH TO EDUCATION: TWENTY QUESTIONS ON FILM"

INTRODUCTION

When teachers and auxiliary personnel (sometimes called paraprofessionals or teacher aides) begin working together, they may experience various and conflicting feelings. Auxiliaries may feel excitement about what they want to do and concern about what they do not know. Teachers may welcome the chance this new assistant gives them to experiment with new approaches to education and yet, at the same time, resist changing familiar ways of working with children and youth.

As the team functions, day by day, other feelings may surface in varying degrees: feelings of trust, mistrust; inclusion, exclusion; satisfaction, dissatisfaction. If the members of the team are to learn how to complement one another in moving toward their common goals, they need to keep working at this task in many ways. Patterns of training may change as the feelings of strangeness recede, as competence increases, as working relationships are formed, and as the team develops a life of its own, so to speak.

One universal training principle has emerged, however -- that teams function more cohesively and effectively when the members of the team have an opportunity to review their common endeavors in an atmosphere of open communication, when they feel free to analyze their own and each others' behavior at work, and when they plan together on how to reach agreed upon educational goals.

This open examination of team work is sometimes difficult to achieve since it requires insightful analysis of a shared experience as well as the strength and trust to be part of such a process. Such discussion may seem less threatening -- particularly at first -- when it is directed to another team operation rather than to one's own team in action. Actual cases depicted on film not only make this possible but also permit replaying the situations as often as necessary to clarify perceptions and bring out the deeper meanings of the experiences.

Hence various audio-visual materials -- a full length film, a film strip and 20 brief, open-ended film clips -- were developed as one way to enable adult trainees to engage in free-flowing and objective analysis of teams in action. It is anticipated that reacting to the experiences of others may lead to open and constructive analysis of the trainees' own experiences.

CINEMA VERITE APPROACH

The "cinema verite" technique was used in preparing all the audio-visuals -- i.e. they were not scripted or contrived. The aim was to shoot, as unobtrusively as possible, what was actually happening that day in the schools visited, to try to capture life itself on camera. This technique lacks the sharply condensed and structured quality of a stage production but it seems more appropriate for learning materials designed to challenge many levels of thinking and experiencing.

RESOURCES AVAILABLE

The multi-media package prepared by Bank Street College of Education is designed to assist trainers of teams in a school setting so that not only teachers and auxiliaries -- the basic team -- but also administrators,. supervisors, guidance counselors, (and other ancillary personnel) parents, and students may work together more effectively in meeting the individual learning needs of children and youth.

(See Appendix D for Information on How to Secure Materials)

The package includes:

1. Audio-Visual Materials

   a) A full-length film, "TEAMS FOR LEARNING" (black and white, 16 mm., 26½ minutes) which depicts teacher-auxiliary teams in action in four communities. The title has a double meaning, since both the students and the teaching teams are seen as learners. This overview of team interaction is designed primarily for trainers but may have multiple uses.

   b) Twenty film clips arranged in six clusters, "THE TEAM APPROACH TO EDUCATION: TWENTY QUESTIONS ON FILM" (black and white, 16 mm., average length four minutes per clip), which show a variety of approaches to some of the central issues in education, with special reference to the emerging role of the auxiliary. The clips are designed to stimulate discussion, not to give the answers. In essence, they ask the viewer: "What would you do if-----?" The series is described in this document.

   c) A film strip, "I AM A TEACHER AIDE" (color, with synchronized recording, 13 minutes) which focuses on four aspects of team interaction: the contribution of the aide who lives in the community, the curriculum that develops when two adults work together harmoniously in the classroom, the aide's sensitive analysis and growing awareness of her own contribution to the learning process, and the teacher's sense of responsibility for the aide's development.

2. Written Materials

   a) "A LEARNING TEAM: TEACHER AND AUXILIARY", a training guide in paperback, which presents concepts, processes and models for team training, 176 pp.

   b) "TRAINING FOR NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL", a pamphlet, which summarizes the training guide, 20 pp.

   c) "AN ANNOTATED BIBLIOGRAPHY ON AUXILIARY PERSONNEL IN EDUCATION", 101 pp.

   d) "DIRECTORY OF INSTITUTIONS OF HIGHER LEARNING OFFERING PROGRAMS FOR AUXILIARY PERSONNEL", 105 pp.

   e) Discussion Guides for all the Audio-Visual Materials, including this document.

THE FILM CLIP SERIES

PURPOSE

The film clips do not present models of ideal practice, nor do they present horrible examples of what not to do. Rather, they depict real people dealing with some of the vital issues that may arise when persons of widely differing competencies and life experiences begin to function as colleagues on the educational team.

The purpose of the analysis of the clips in training sessions is not to rate each clip as illustrative of "good practice" or "poor practice." This is far too simplistic. Actually there are some productive strategies depicted in every clip and some aspects of the approach which the discussants might wish to change, either in relation to their concept of harmonious team operation or in relation to their own particular needs, interests or concerns.

The clips are brief, episodic and open-ended so as to stimulate discussion that is geared to problem solving. As indicated in the Introduction, the fundamental purpose is to provide an opportunity for objective analysis of actual experiences by members of a team or several teams -- analysis which demonstrates the process they might apply to the review of their own experiences and their joint planning of their own educational tasks.

The ultimate purpose is not merely to enable the team to function more cohesively and effectively, but rather to maximize learning for children and youth through the maturity, self realization and cooperation of the members of the team. For example, if an individual is troubled by the question "Am I going to be asked to wash those desks again?", he is an adult who is primarily concerned with his own needs for appreciation -- perhaps for status. If, on the other hand, he asks himself "How can I make the washing of desks a math game for some child -- and, if so, which child?", he is not only a participating member of the team but, more importantly, he is an adult who is developing his ability to give to children.

The analysis of each clip, therefore, starts with sharing and sharpening of perceptions of what seem to be happening in the filmed episode, moves on to conjecture as to why it might have happened, but concentrates, ultimately and most significantly, upon suggestions for ways in which the learning of children and youth might be enhanced in the situation depicted.

The clips are arranged in six clusters based on ideas and issues which are central to team interaction in a school setting. The various episodes under each cluster are drawn from widely differing communities and school situations, so as to indicate the many ramifications of each issue and the wide range of possible approaches.

After analysis of each episode within a cluster, it may be possible to take off from these actual cases to a discussion of those aspects of the experiences which appear to be generalizeable. A theoretical framework may emerge which will shed light on the cases discussed and upon the participants' own experiences as well. The discussion of the educational implications of the film clips may raise issues for which there are no immediate answers, but to broaden the base of inquiry and conjecture will be of no small consequence in itself.

POSSIBLE PROCEDURES

The series may be used in a six session program, viewing and discussing a single cluster in each session of at least one hour's duration. Another approach would be to use each cluster when and if the issue with which it deals is relevant to the evolving program in an ongoing training activity.

It is recommended that the film be stopped after each clip and essentially the same questions be asked about the real life situation the trainees have just experienced vicariously. (Some questions are suggested in a subsequent section.) The variety emerges from the material itself, rather than from the leader's questions, and from the divergent roles, interests and concerns of the viewers. This may help to establish a pattern of objective analysis which is transferable.

To facilitate the stopping and starting of the film, there is blank leader after each clip, except in Cluster A, in which the perceptions of the administrators, students and auxiliaries are so interrelated that the clips seem to require discussion as a single unit.

The clips are designed primarily for team training of teachers and auxiliaries together but may have other uses, such as the training of team leaders, i.e. those who enable other adults to function productively together. Essentially, the pattern of use will emerge from the needs of each group. It is anticipated that these suggestions may ignite the ideas of the program planners so that a new design will be created. Since the clips are open-ended, it is appropriate that their utilization be open-ended as well.

SUGGESTED QUESTIONS TO BE ASKED AFTER EACH CLIP

The following questions are designed to keep the discussion open and free flowing. The leader avoids focusing too quickly on one answer. He may want to broaden the range of perceptions and interpretation. It is important that alternate approaches be sought and respected. Final closure is not required, but stimulus to a deeper level of inquiry and an openness to experimentation are essential.

1) What do each of you see happening here? (This question often evokes very divergent responses.)

2) Why do you suppose it might have happened? (Lacking complete background information, these comments are pure conjecture but emphasize the need to pick up cues which may indicate causal factors before initiating treatment of a difficult situation.)

3) What seemed most effective in relation to children's learning?-- in relation to learning by the adults involved? (This emphasizes the fact that the learning of both children and adults are to be considered.)

4) What aspects of the approach do you think might be changed to enhance children's learning? -- to enhance the learning of the adults involved? (This question reemphasizes the dual character of the learning and also introduces the idea that an approach is seldom completely effective or ineffective. Actually, each learning experience is an amalgam of elements whose effectiveness varies in relation to content.)

5) What would you do in such a situation -- as the auxiliary? -- as the teacher? -- as the supervisor who works with this teacher-auxiliary team? (This question might lead to role playing.)

6) What have you done in similar situations? (This emphasis upon the trainee's own experience helps to keep discussion specific and re_evant. It may lead to role playing if (5) has not.)

After asking these questions about each clip, the answers to which are based largely upon the actual footage, the leader might extend the inquiry into the deeper implications of all the clips within each cluster. These so-called "take-off" questions will help broaden the scope of the inquiry, moving from what the participants perceived and how these perceptions related to their own experience, as developed in the clip-by-clip analysis, to the educational significance of what they have seen and discussed in the cluster as a whole.

To facilitate moving from the particular to that which appears generalizeable, a brief description of each cluster follows, stressing in every instance the principal issue to which the cluster is addressed.

The discussion of the totality of the cluster may help to clarify the ultimate goal of team interaction: enabling children and youth to learn.

BRIEF DESCRIPTION OF EACH CLUSTER

Cluster A: "Various Perceptions of Auxiliaries at Work"

Administrators, students and the auxiliaries, themselves, have widely differing perceptions of the auxiliaries' contribution to an inner city high school. The issue is joined when the auxiliaries are assigned more hall duty which thereby reduces the time they can devote to the classroom. The administrators perceive monitorial duties as one important component of the total educational task, without which the learning-teaching process is ineffective. "The students who are roaming the halls are being short changed on education." The students resent the attitude of some of the auxiliaries during hall duty. "When you meet them in the community, they are O.K., but when they get a little bit of authority -- Man, they're tough." The auxiliaries feel that the additional

hall duty will prevent them from doing an effective job in the classroom and will lower their image with the students. They resent the fact that the teachers are not asked to share the extra hall duty. The principal issue raised by this cluster is the role of the auxiliary and the proportion of time to be devoted to monitorial duties as compared to the time devoted to direct support of the learning-teaching process in the classroom.

(Three clips - 16 minutes in all)

Cluster B: "Team Analysis and Planning"

In four different school settings, teachers and auxiliaries analyze their experiences in the classroom and plan together for a more effective learning environment for the students. In some cases, time is scheduled for such planning. In others, the team plans during the work situation, utilizing any free moment that becomes available. Another variable is the degree to which the ideas and suggestions of the auxiliaries are solicited and utilized. Still another variable is the extent to which auxiliaries use such opportunities and volunteer information or suggestions. In one of the clips, the principal joins teachers and auxiliaries in the analysis of a "micro-teaching" demonstration, i.e. modeling a teaching technique with a few students before a group of colleagues for purposes of discussion. The major issue in the cluster is the identification of various ways in which team members may interact, analyze their own and each others' actions, and plan together to enhance the learning and development of their students.

(Four Clips - 17 minutes in all)

Cluster C: "The Adult as Enabler: When, Who and How Much?

Teacher-auxiliary teams in six situations demonstrate adult intervention in children's activities. Intervention in this connection connotes an adult's expression of interest, questioning, support and guidance. Its purpose is to extend learning, to build upon what the student is doing rather than to stop an undesirable activity. The intervention depicted varies not only in kind but in degree, ranging all the way from complete adult direction of what the child is doing to no intervention at all. In the cases where there is no intervention, conjecture arises as to whether the absence of the adult is part of a planned approach or mere happenchance. Another question that is suggested concerns what preplanning by and with adults would be required to make the child-enacted activity possible. The major issue of the cluster is to identify not only the quantity but, more importantly, the quality of the intervention by teachers and/or auxiliaries which stimulate inquiry and creativity in children rather than stifling initiative by premature or excessive assistance. An essential aspect of the analysis is to determine how intervention varies in response to differing situations and the individual learning needs of students.

(Six Clips - 17 minutes in all)

Cluster D: "Home-School Interaction"

The three episodes illustrate both the involvement of parents in the school program and outreach to parents in their homes. In one episode, parents are involved with staff in evaluating an existing program before plans have been crystallized for a proposal for a new program. In two of the clips, outreach to the homes is depicted, first by a guidance assistant and second by a teacher-and-aide team. In the last mentioned case, the visitors seek information from the mother which will help them in working with one of the students. They come to listen to the parent, not merely to tell her about her child's learning problem. The major issue of the cluster is how two-way communication can be developed between home and school -- communication that is free, open and mutually beneficial. Undergirding this issue is the deeper question of how the child is torn apart by suspicion and conflict between those who are responsible for his in-school and out-of-school learning.

(Three clips - 11 minutes in all)

Cluster E: "Some Glimpses of Anthony: One Child -- Many Challenges"

There is only one clip in this cluster: a brief film depicting how the teacher, assistant, aide and parent, as partners, study the learning needs of a first grade child in a rural school in the deep South. Together they try to provide the type of individualized education that seems to be required for his development as a learner and a person in his own right. There are many facets to his personality as the vividness of his smile and the petulance of his protests reveal. A bright, hyperactive, restless child, he responds when he is engaged in an activity that is consonant with his own goals and interests. Insights about how he plays with his sisters, gained from a home visit, helps the teaching team to channel his energy constructively in the classroom. He is not a "problem child," but rather a child with some problems which, through understanding, can be meliorated. The principal issue is that before individualized education can take place, the team needs to know as much as possible about the individual who is to be educated. The clip does not give all the answers but shows how a teaching team attempted to understand this child and how important it was to them to keep working at this task together with the parent.

(One clip - 11 minutes)

Cluster F: "Career Development"

This cluster depicts what lies beyond the recruitment and training of auxiliaries: counseling, opportunities for further education and graduated levels of responsibility and compensation, leading all the way to certification. The need for further education is illustrated by the dilemma of a science aide when confronted by a high school senior who says: "I know what this chemical solution is and you don't." The aide handles the situation with good humor but he obviously feels the barb in the student's comment. "I'm going to college," he says, "but you'll get there first." Another male aide, just back from

Vietnam, reveals the special appeal of education as a career for the returning veteran. "After seeing people dying all around me, I wanted to work with children, to be close to life at its beginnings." A mature woman with a family is the central figure in this triad of clips. After being out of school for many years, this mother is hesitant about taking a college entrance exam but the counselor encourages her and offers to set up an inservice course for her and other college-bound auxiliaries, to prepare them for the examinations. This cluster raises many issues: for the auxiliary, the difficulties of starting on a new career and yet the urgent need for further education; for the school system, the need to insure availability of a job at a higher level when an A.A. degree has been achieved; for the institution of higher learning, the need to develop a work-study program geared to the special needs of the new careerists; and for all, the challenge of a program with high potentiality and all the problems attendant upon any innovative approach to education.

(Three clips - eight minutes in all)

POSSIBLE PARTICIPANTS

The film clips may be of interest to many types of participants, including teachers, auxiliaries, administrators, parents, students (in some instances as in high school), and representatives of boards of education, institutions of higher learning and associations (both professional and paraprofessional).

Some groups may wish to analyze the film clips separately. Wherever possible, team training -- particularly for teams of teachers and auxiliaries together -- is highly recommended.

PREPARATION

A film showing can be ruined by inadequate facilities, a broken projector, or lack of qualified personnel. Adequate preparation is essential, including checking physical arrangements, such as:

1. Finding a room that can be well darkened and that has adequate acoustics

2. Obtaining a 16 mm sound projector in good working order and a screen

3. Arranging for a qualified projectionist

Previewing the film and studying the discussion guide for possible adaptation are recommended.

SUGGESTED METHODS

Several methods are suggested for the convenience of the discussion leader. The materials, however, were designed to be multi-purpose, and thus may be adapted by the discussion leader to his particular group. Regardless of the method used, individual comments on reaction cards provide a means of eliciting responses which are not influenced by the first speakers. The following methods may be used for each cluster, after the clip-by-clip analysis has been conducted.

1. Large or Small Group Discussion

a) A Whole Group Discussion:

The advantage is that a large group may contribute more diversity to a discussion. However, large groups may inhibit some persons from participating unless the discussion leader creates a conducive atmosphere by such means as through seating arrangements, introductions, statement of purpose, drawing people into the discussion and the use of humor.

The leader may begin the discussion by asking a question or presenting an issue, or he may ask if the viewers have any questions or comments.

He may bring others' experience to bear by asking if the viewers have had similar or contrasting experience to those shown in the film. (See Suggested Questions, p.4.)

b) A Panel Discussion:

Panel members often are selected from different disciplines, backgrounds and functions, making possible reactions to the film clips from many vantage points. Each panel member may speak for several minutes, responding in his own or in a suggested way, followed by general discussion. Another method, often used to break the ice, is for the panel members to talk together and then open the floor for the audience to contribute.

c) Small Group Discussion:

The large group viewing the film may divide into small groups of no more than five. Such groups are sometimes called encounter groups. Each group would discuss a question or issue. At the end of the meeting, the large group may be convened for feedback from each of the smaller groups.

2. Directed Viewing

The discussion leader may suggest things to look for before the film clips are shown or pose a question to answer.

3. Role Playing

The discussion leader may select or give a choice of issues for the viewers to act out, or ask whether any scene has special significance for the group. The latter procedure is usually more effective but the leader might have some issues to suggest if there is no response.

4. Feedback from Other Groups of Viewers

The discussion leader may provide tapes or transcripts of other groups' response to the film clips. The viewers may analyze the varying perspectives.

5. Video Taping

The group may decide to video tape similar or contrasting activities in their own situation for discussion at their next meeting.

6. Use of Full-Length Film or Film Strip

The group may wish to use the full-length film or film strip in the same collection of materials at some subsequent session or at a summary session.

7. Creation of Follow-Up Committee

If in a workshop or course, some issue arises in the discussion which is of particular interest to the participants, a committee might be appointed to look into relevant research and professional comment in that area of concern and report back to the group.

APPENDIX A

NATIONAL ADVISORY COMMITTEE

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The Film Strip was created by:

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APPENDIX C

SAMPLE OF DISCUSSION IN FIELD TEST OF ONE CLUSTER: "VARIOUS PERCEPTIONS OF AUXILIARIES AT WORK"

The clips were tested before a variety of groups, during the development of the multi-media training package. The field testing included both discussion and role playing after viewing. The variety of the reactions is illustrated by the following responses in one of the test situations to the first question in the discussion guide as applied to Cluster A, i.e. "Various Perceptions of Auxiliaries at Work."

In this cluster, all three clips are discussed together. In the other five clusters, each clip is discussed separately.

Description of Cluster A

Classroom aides in a high school protest against further hall duty. Clip 1 shows the administrators' perceptions: Clip 2 the students': and Clip 3 the auxiliaries' self perception. The auxiliaries believe what they do in the classroom is more important for the children's learning than their monitorial duties. The coach describes the urgent need for more hall duty.

Reactions of Participants in a Test Situation to Question 1, i.e. "What do you see happening here?"

"I see a revolt of the aides against their most important task: freeing the teachers to teach. Do they think that they are teachers, themselves?"

"I see a revolt against MORE hall duty, not against hall duty, per se. They seem to feel that this reassignment would upset the balance of monitorial duties versus educational tasks."

"I see the aides fighting to protect their status -- probably this is the first time that they have been given meaningful assignments and they are afraid of seeing their exciting, new partnership whittled down."

"I see the aides demanding a task for which they are not qualified, since they would provide a poor speech image for the students."

"I don't agree. They provide just one more so-called 'poor' speech-image among the many to which the students are exposed all day. I believe the very fact that they speak as the students do helps to make the kids feel more comfortable in the classroom. They help the students conceptualize in their own dialect. The teacher can provide the model of standard English. Eventually, the kids have to become bi-lingual--they have to speak the 'school language' and the language of the ghetto or the barrio as well."

"That's all very well at the preschool or early elementary level, but this is high school. By this time, they should hear nothing but standard English in the classroom."

"Let's look at the process. I see the coach starting right out with specific assignments without giving the aides a chance to react to the whole idea of more hall duty, or even to suggest which periods would be best to fit their respective schedules."

"I think the coach was trying to establish some ground for negotiation. When she gave in on the exact time each aide would have extra hall duty, the aides seemed to be willing to give in on accepting the task itself."

"I see a lack of communication here. Most of the aides don't seem aware of what the students think of them as 'hall guards.' The teachers, according to the first clip in the cluster, don't seem to know how the aides feel and vice versa. I think there is a need for some direct confrontation and negotiation, not merely through the intermediary services of the coach."

APPENDIX D

HOW TO SECURE MATERIALS IN MULTI-MEDIA TRAINING PACKAGE

1) Purchase prices for Films and Film Strip

"Teams for Learning"	$45.00	
"I Am A Teacher Aide"*	8.00	(film strip with record)
Film Clips:		
"Various Perceptions"	30.00	
"Team Analysis and Planning"	32.00	
"The Adult as Enabler"	32.00	
"Home-School Interaction"	19.00	
"Some Glimpses of Anthony"	19.00	
"Career Development"	14.00	

For purchase orders, write directly to:

National Audiovisual Center
General Services Administration
Washington, D.C. 20408

If purchased separately the total would be $199.00. However, the National Audiovisual Center will sell the entire package for the unit price of $184.00. The film and film clips are available for preview at no charge. The film strip is available for purchase only.

2) Rental prices for Films Only

The film and film clips are available for rent from Norwood Studios, Inc. 5104 Frolich Lane, Tuxedo, Maryland 20781. Prices for the rentals are as follows:

"Teams for Learning"	- $7.50 for three days, $1.00 each additional day, plus postage and insurance.
The film clips	- (price varies according to length of each):
"Team Analysis and Planning" "The Adult as Enabler"	$7.50 each for three days, $1.00 each additional day, plus postage and insurance.
"Various Perceptions" "Home-School Interaction" "Some Glimpses of Anthony" "Career Development"	$5.00 each for three days, $1.00 each additional day, plus postage and insurance.

*The film strip "I Am A Teacher Aide" cannot be rented. It is available for purchase only from the National Audiovisual Center, General Services Administration, Washington, D.C. 20408, for $8.00.

2) Rental prices for Films Only (contd.)

User will pay the return postage and be required to insure the film or film clip for its return to Norwood Studios. If he neglects to insure the film and it is lost, he will be liable for it.

Please send correspondence and checks directly to:

Norwood Studios, Inc.
5104 Frolich Lane
Tuxedo, Maryland 20781

3) Availability of Printed Materials Without Cost

Printed materials are available in limited quantity from the Public Information Office of the Bureau of Educational Personnel Development, Washington, D.C. 20202.

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